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ABSTRACT

This teaching guide develops a unit on community planning for the high school student. The format allows the student to make selected decisions in areas of geography, economics, history, and politics that form a base for the student to build a model of his own city as it is, and how the student would like to see it. Included is a vocabulary list, film list, and selected bibliography of books and journal articles. This work was prepared under an ESEA Title III contract. (BB)

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MAN'S URBAN ENVIRONMENT

NATURAL RESOURCES EDUCATION AND DEMONSTRATION CENTER
TITLE III ESEA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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"Show me your city, and I will tell you what are the cultural aims of its population."*

The above statement has many implications, depending upon the placement and emphasis. It can be looked upon as either a statement which praises the present developmental level of American society, or it can be viewed in a different light as a statement which shows the degradation of our society. Either of these two thoughts or ideas when held in view against the present complexity of urban development can prove the quoted statement a falsehood or truism. Perhaps the only way to view this statement correctly would be too look at it as a transparent item, one which can be seen from all sides and angles. Surely it is possible for the outstanding technological achievements of our urban way of life to prove that the cultural aims of our populace are unlimited. On the other hand one can picture the blights, and some of the seemingly unlivable and unbelievable conditions of our growing urban areas and view the cultural aims of our population as comparing with those of Rome in the 300-400's.

The purpose of the Natural Resources Center and the resource units produced by the Center staff is not to tell the students what to think, but rather to stimulate thinking on the part of the student. This resource unit does not intend to tell the students what decisions have to be made, but only to make the students aware that decisions need to be made in areas which are pertinent to the times and relevant to the students as young citizens.

*Saarinen, Eliel. The City: Its Growth, Its Decay, Its Future.
Cambridge, Massachusetts: The M.I.T. Press. 1943

The format used in the resource unit is intended to aid the student in acquiring background information (geographical, economic, political, and historical) relative to the present day era of urban society before the student actually reaches the sections of the unit which deal with the benefits, and problems, of urban America and the planning that is being done to improve the quality of the urban environment.

It is possible to completely eliminate any of the sections of the unit that do not fit the needs of the individual class or to simply skim or treat lightly certain sections and emphasize those which suit the needs of both the student and teacher. Many factors can affect the method in which this unit is used and the techniques which are employed to achieve the objectives. The time allotted to the unit, and the individual student are the two main items. With enough time and willing students, the unit can be an in-depth study encompassing many items which are merely mentioned in the unit, while with another group the resource unit may be handled simply as a survey of background information. The Natural Resources Center feels that the resource unit is good as a beginning; it is up to the individual teacher and student to determine the end.

I. Objectives

The students will, as a class, develop a definition of rural and urban.

The students will, as a class, develop a definition of city.

The students will use resource materials and find the government definitions of rural and urban.

The students will include in their definitions more than a population and political description.

I. What is a city?

A. What are the physical aspects of a city?

B. What are the corporate aspects?

C. Does the Federal Government have its own definition of a city?

1. What is the Census Bureau definition of rural?

2. What is the Census Bureau definition of urban?

3. Do either of these two definitions include all of the aspects or ideas that you (students) would include in a definition of these two terms?

4. How would you define a city?

A city is a complex arrangement of the political, social, economic, historical, geographical, and ecological intraworkings of a large number of people living in a relatively definable boundaried area, open to expansion and extension from both internal and external forces. These forces can alter or alleviate any of the workings of what promotes the true functioning of the city. The city proper may have a definitely definable boundary, but the city as a functioing entity may overlap or by-pass the defined boundaries which at times makes them seem almost meaningless, as well as endless.

> The students will develop their own idea of what a city is. When they are satisfied with their composite definition, accept it because it can be altered later. The first definition will only be one which the cornerstone is laid upon, build on it as you progress through the unit. The above definition is by no means correct, but rather just an individual's expression.

The urban population, according to the Census Bureau's 1960 definition, comprises all persons living in the following:

1. places of 2,500 inhabitants or more incorporated as cities, boroughs, villages, and towns (except towns in New England, New York, and Wisconsin).

2. the densely settled urban fringe, whether incorporated or unincorporated, of urbanized areas.

3. towns in New England and townships in New Jersey and Pennsylvania which contain no incorporated municipalities as subdivisions and have either 25,000 inhabitants or more, or a population of 2.500 to 25,000 and a density of 1,500 or more per square mile.

4. counties in states other than the New England states, New Jersey, and Pennsylvania that have no incorporated municipalities within their borders and have a density of 1,500 persons per square mile.

5. unincorporated places of 2,500 inhabitants or more.

I. Bulletin board--develop two "wheels" on the bulletin board--one representing urban, one rural; if a third is thought necessary, have it represent a city. Using the spokes of the wheel to represent the items necessary to completely define each of the terms, let the students add as many spokes as they think are needed.

Have the students do library research to find the Census Bureau's definition of rural and urban; also some of the other related terms.

Have the class form a definition of rural, urban, and city.

II. Objectives

The students will give examples of the types of physical features that were important in the early location of cities.

The students will give examples of cities that were located on primary and/or tributary waterways. (ex. Pittsburg)

The students will give examples of cities that are located on "choice" sites.

The students will find cities that serve as exceptions to all the rules of location.

The students will formulate a list of accessibility factors and explain why each was important.

The students will develop a list of important mineral and biological resources.

II. What factors were important in the early location, establishment, and development of cities?

A. What physical features were important?

1. Why was location on waterways, such as rivers, lakes, or ocean coastal position (also inland ocean port--Houston) of extreme importance?

2. What type of topographical features were attractive for early settlement and city development?

a. What types of physical features would have been considered "choice" locational sites? Why?

b. Were you to have been one of the people making the selection of earlier locations, would you have chosen the same type of location?

c. What exceptions to the "rule" can be found? Have any of the exceptions developed into large metropolitan areas? Might these locations have been enhanced in any way?

B. What accessibility factors were important regulators in early location and development of cities?

1. Why was water accessibility an important factor?

2. What explanation might be given for cities that "popped-up" and prospered at trading crossroads?

3. Why were break-n-bulk cities of early importance? Can this be attributed to physical location?

4. What part did early railroad location play in the stimulation of city location and growth?

C. What types of resources (mineral and biological) were important locational factors?

1. What fossil- and/or mineral-fuel resources proved to be important?

2. Which of the metallic and non-metallic minerals were important early in city location and development, and which later either gained importance or grew to be important?

3. What minerals other than those in No.'s 1-2 were important in city location?

4. How did the increase and improvement in transportation systems relieve the cities and/or the industries from the necessity of locating within the immediate area of mineral deposits (or locating closer to the commodity which was (is) more expensive to transport)?

Early cities, by necessity and/or site choice, were located mostly on or along definite types of physical features. There are many examples that can be found that will prove the point, but there are also exceptions which would prove of interest to study. Students, upon studying the site locations of both types of cities, will be able to offer explanations of the ideas behind particular city locations and also might be able to describe what they would consider an "ideal" location for an early city's location.

Water, its quantity, quality, navigability, and accessibility were important for numbers of reasons, as were the land features because of restrictions of the times on building capability and capacity. Alterations were made in many cases which either eliminated or alleviated the dependency on these items.

II. Hypothetical communities--student location of communities:

:topographical feature location
:various items needed in a community and their placement

Library research: Have the students, individually or in groups, pick a well-known community (town or city) and trace the historical location, growth, and development. Specifically study the early historical locational factors, such as accessibility, and resources.

III. Objectives

The students will be able to list early locational factors that are diminishing in importance today.

The students will be able to give examples of ways in which improved transportation have diminished the importance of certain locational factors.

The students will be able to give examples of factors that have grown in importance as locational factors.

The students will list problems of today which can be attributed to the ways locational were used in earlier periods.

III. Why are the early locational factors diminishing in importance today?

A. What role did improved transportation play in diminishing these factors?

B. What factors, other than transportation development and expansion have played a role in our modern era in diminishing this importance and reliance?

C. What factor(s) has (have) taken the place of the ones of early location in the determination of location of "new" cities and further development of the old?

D. What problems of today might be attributed to the way locational factors were used and exploited in earlier periods?

Some of the determining factors that were important in the early location and development have either decreased in importance or have been completely eliminated. But this does not mean that there are no longer any determining factors at all, but rather that something else has taken the place of those which had previously ranked very high. Some are showing up today in a different form or fashion. This is not necassarily true of the entire idea of present city location. It may be local in some respects, but national and even international in others. Transportation still rates extremely high, whether it be in the pre-building stage of city planning, locating new cities along arterial routes to a major urban complex (Washington D.C. satellite cities), or in the post-development stage of city expansion. Other factors have likewise assumed a more important role. Climatic factors, though they cannot be directly altered, can be adjusted through modern technological advancement.

Students will be able to determine what items fall into the classes of eliminated, shifted, or developing locational items, as well as have ideas as to why.

III. Have the student determine the locational factors they believe are diminishing in importance today and determine the reasons. What factors brought this about? What factors have moved into importance today?

Students can do library research to find logical reasons for the above questions.

Students can do research, through reading, or using an actual community to find present day problems which can be attributed to the ways in which locational factors were used in earlier periods of time.

IV. Objectives

The students will be able to list and give examples of environmental problems which can be attributed to the agricultural revolution.

The students will be able to list and give examples of environmental problems which can be attributed to the industrial revolution.

The students will be able to find and develop examples of the political aspects of society affecting city development.

The students will find and develop examples using their local area, that will show the influence of taxation, zoning, and building codes on urban areas.

The students will be able to develop an explanation for the shifting or the mobility of today's urban population.

The students will be able to list examples of environmental implications of vertical and horizontal urban growth.

IV. What are the factors of growth that have influenced and will influence the growth of cities?

A. What were the historical-cultural-economic factors that stimulated early expansion and growth in cities?

1. Of what importance was the agricultural revolution?

a. How did this reveal itself in urban growth and development?

b. What were the immediate problems caused which could be attributed to this revolution?

c. What environmental related problems might be attributed to the agricultural revolution?

2. How did theiindustrial revolution influence expansion and growth?

a. Did the logical location of industries influence any particular cities?

1. iron and steel industry
2. automotive industry
3. airplane industry - (governmental influence, National Security)
4. petroleum refining industry

b. Where did personal preference show its influence?

(Perhaps not all of these industries fit into these areas. The students will be able to formulate a list of those that belong under a. and b.)

3. How did, and where did political development influence city development and expansion?

4. What environmental problems were created by rapid industrial expansion? Might some of these problems been eliminated or controlled easier at that period of time than today?

B. What are the contemporary factors that influence expansion and development today?

1. What role is the industrial complex of our society playing with its present expansion and decentralization program? What role does accessibility play in this decentralization process?

2. What is the importance of government control: taxes, zoning, codes, etc.?

3. How is regional location affecting present growth?

4. What effect does the present political system of organization have on urban expansion, and/or control of that expansion?

5. The improvement and development of new methods of transportation have affected our urbanized areas in what ways? (For full development refer to Transportation Unit of NRC.)

6. The population of the United States has shifted from rural to urban and is now shifting in a way back towards quasi-ruralism (suburbanism). How have the cities adjusted to this movement of population? What age group of the populace has been involved in this shift?

C. In what ways are the cities of today growing?

1. What is horizontal growth? (Oklahoma City is a prime example.)

2. What is vertical growth? (Extensive skyscraper development)

3. What are the implications of the above mentioned types of growth on future city expansion and development?

4. What are the environmental implications of both types of growth?

Throughout history one process has affected the entire spectrum of the American way of life. This process is change, continuous and overall uninterrupted. This process, though affecting both rural and urban American society, is much more exemplified and amplified in the urban division of society. Part IV of this resource unit deals with that process, not the end result, as this is not visible, but rather the factors that have tended either continuously or sporadically to stimulate this process. Some factors have acted as a catalyst, while others have played the role of instigator.

IV. Students divide into three groups:
a. agricultural revolution
b. industrial revolution
c. political influence

Let the students present orally their findings on the period when a. and b. took place and the effects on the environment (good and bad) of each. Group c. can report on the growing political influence affecting city growth and internal development.

Students can expand the topics to include the items they think are important.

Have the students find examples of communities of various sizes that are growing vertically and horizontally. What are the reasons that each community is growing as it is?

V. Objectives

The students will be able to give examples and explanations of benefits of urban living for each of the following items.

a. socio-cultural
b. economic
c. services
d. education
e. recreation

The students will be able to, as a class, present a case for the improvement and development of various types and style of outdoor recreational areas.

The students will be able to locate the outdoor recreational areas in their local communities.

The students will be able to compare the allotted space per capita with federal and state suggestions.

V. Why is it possible for urban areas to offer many benefits to people living within the city and in the adjacent areas?

A. What are the socio-cultural advantages of urban living?

1. Is the diversity of peoples found in an urban area an advantage to all people living there?

a. What is the advantage of living in an area with people of various backgrounds?

b. Do the various cultures and customs found in an area that is urbanized, or city, help to broaden all the people living there?

c. What are "cultural pockets" or "cultural clusters"?

2. What is the benefit to the individual of living in an area where there is a variety of attitudes and ideas?

B. What are the economic benefits of an urbanized area?

1. What type of benefits does an urban area and/or city have in terms of employments?

a. What diversity is offered in employment? (economic activity?)

1. primary

2. secondary

3. tertiary

4. quaternary

b. What is meant by urban employment mobility?

2. How do salaries and wages in an urban area compare with those of a rural area?

3. What benefits in transportation are available to urban dwellers?

4. What benefits in housing are available to people who live in cities?

5. How do the services and service facilities of a city compare with those of of smaller rural areas? What types of services are available in a city which might not be available in rural areas?

6. How does the broad base of taxation(particularly for corporate units) work as a benefit for urban areas? Does this affect both industry and the individual?

7. Population mobility has a direct relationship with the economic viability of the people in a urban area. What are some visible examples of this statement?

C. What benefits in the educational system and its facilities are available to people living in an urban area?

1. What are the advantages that are available to urban dwellers through public, private, parochial, and military, elementary and secondary schools?

2. How do colleges, universities, and research facilities aid not only the people directly involved but all the people of the area?

D. What recreational opportunities are available to people of an urban area?

1. What indoor activities are available?

a. What cultural activities are available?

b. What physical activities, spectator and participation, are available?

2. What outdoor activities are available?

a. What cultural activities are available?

b. What physical activities, spectator and participation, are available?

3. What are some of the federal and state suggestions regarding outdoor recreational areas?

4. Why is it necessary for more outdoor recreational areas to be developed in, adjacent to, and near our urban areas?

5. Why does outdoor recreational development take a "back-seat" to other forms of land-use in most areas?

V. A study of ethnic and cultural backgrounds of the people in their own communities. What is the predominant grouo, from where, why was settlement made in this area?

Let the students find examples of the diversity in employment (economic activity) that fit into the different catagories; using local communities as examples.

Conduct a community survey of recreational facilities available? (Both indoor and outdoor)

a. type of facility(variety important)
b. location--accessibility to all people
c. degree of use
d. per capita space available(outdoor)
e. comparison with state and federal suggested standards

VI. Objectives

The students will be able to compare the basic needs of a city with those of a person.

The students will be able to locate causes of air pollution in their local area.

The students will be able to compare the water quality and effluent quality of their community with governmental standards.

The students will be able to develop a flow chart for the food that supplies their local communities.

The students will be able to find examples of where food quantity and quality have affected community health.

The students will be able to survey the quantity and quality of housing: class, type, and distribution.

The students will be able to research the solid waste disposal problem of their community to find areas used for land fill, and the reutilization of areas which have been used as land fills.

The students will be able to find examples of noise and sight pollution and develop a plan for eliminating or alleviating these on the local level.

The students will be able to present a plan for improvement of transportation facilities and traffic flow in a local community.

The students will be able to present a plan for improvement of the Central Business District in a local community. (aesthetic as well as economic)

The students will be able to do a census distribution study of a local community (age, sex, occupation, education, mobility) in order to determine community attitude toward environmental problems.

VI. What are some of the basic problems that are facing our cities today?

A. What are the basic needs of every city? Is it possible to draw an analogy between the basic needs of a city and those of a person?

B. What are the problem causing factors that affect the basic needs in quantity and quality?

1. What items found in cities and urban areas are common causes of air pollution? What are some examples in your own location? What are some of the federal, state, and local regulations and standards regarding this problem?

2. What has led both quantity and quality of water to become one of our major problems? This problem though both rural and urban is much more visible in urban areas What are some governmental (all levels) standards regarding water quality? How might these standards be tested or used in your local area?

3. Why is it necessary for a city to have not only a dependable supply but also a pure food supply? What problems could develop should a decrease in either of these two items take place? What provisions have been made, steps taken, to insure both a pure and dependable supply?

4. How does inadequate (auality and quantity) housing act as an instigator and stimulator of other urban problems? Though the number of houses may be adequate, there can still be inadequate housing in quantity and quality; how is this possible? How might this problem serve to create additional urban related problems?

5. How and why has waste disposal grown into one of the major urban problems? Does this problem relate to products that will not "break-down" or decompose under normal conditions? How does this entire problems relate to our present economy?

6. Transportation in urban areas is at a relatively "advanced" stage in comparison to rural areas. What are present problems related to and created by this transportation network?

   a. air transportation

   b. rail transportation (electric and diesel)

   c. roadway transportation

   d. pedestrian traffic

7. Does the problem of various modes of transportation create or add to any of the other urban problems?

8. The people of the cities need and are beginning to demand adequate recreational facilities. What factors are affecting not only the type of recreational facilities but also the quantity of facilities made available?

9. Why do sight and noise, and the human level of tolerance in each case present a problem for urban areas?

10. What problems are caused in urban areas by just the sheer mass of population in a relatively small area? Do the psychological aspects of this problem perhaps relate to any of the previously mentioned problems?

11. What other urban related problems will need to be solved for further and future city development?

C. What are some solutions and techniques for solving some of the urban problems? On what level should this problem solving take place? What should the role of governmental agencies at all levels be in relation to solving the problems facing the urban society?

A great many people who live either in a rural area or in a smaller city, view a large city with the attitude that it is a "nice place to visit, but I wouldn't want to live there." These people view the problems of the large urban area as far over shadowing the benefits of city life. It is possible and must be possible to view the city as being on a balance and weigh the factors one against the other.

When studying a city or an urban area. a person should not just look at either the problems or the benefits of an urban way of life, but rather should look at the factors and the causes of both. Many items that form the composite of what is known as the urban way of life can be factors for both problems and benefits, depending on which way the factor is viewed or approached.

Sections V and VI of this unit deal with both the problems and the benefits of the urban area. It should not develop into just a listing of both aspects, but rather an open study and discussion of the underlying factors in relation to the people who form the composite urbanized society.

VI. Problem areas:

a. Traffic counts at various places within the community

b. Parking vacancies--within the CBD--and other areas of high parking demand

c. Transportation survey and study--type of public transportation available, amount of use

d. Survey the degree of population use at local parks, determine the amount of park area per person for the citizens of DeKalb and the amount necessary for the demand--National Park Service recommends one acre per 100 people

e. Visitation and study of sewage disposal plant--does the capacity and treatment fit the demands of a growing community? Does it allow for community expansion?

f. Water quality survey

g. Study of community water sources

h. Location of areas of air pollution within DeKalb

i. Location of neighborhood areas of noise pollution and peak periods

j. Location of areas of sight pollution

k. Study of CBD and outlying shopping center development

l. Study of supply sources for food within the community--study of amount of food held in reserve by community stores

m. Study of solid waste disposal and local land fills

n. Survey and classification of building types: housing--density
new building areas
classification of types: single, double, multiple

commercial--condition, location, types
industrial--light, heavy, location in relation to other community types

o. Conduct a land-use survey and plot (map) the results

p. Conduct a census distribution study of a local community (age, sex, occupation, education, mobility) to determine community attitude toward environmental problems.

VII. Objectives

The students will be able to construct a land use map for a specific area within a local community.

The students will be able to interview a local planning official for the purpose of seeing the workings of an actual planning department. (city and county)

The students will be able to use the data they have gathered (VII, B-2, a-e) and develop a "comprehensive plan" for their community.

The students will be able to through study of the local area establish a legal basis for planning.

The students will be able to determine through study of the local area and local planning officials, what follow-up is undertaken after the implementation of a comprehensive plan.

VII. How can urban planning help to insure more benefits and ease the problems related to urban environments?

A. What are the major goals of urban planning?

1. How can planning bring about aesthetic improvement in urban areas? Is aesthetic improvement one of the necessary changes that has to be made in urban areas?

2. Why is it necessary for there to be maximum efficiency of land use in urban areas? What types of land use could be categorized as being most important? What are some of the factors that tend to stimulate changes in urban land use?

3. Why is it necessary that provisions for orderly growth be made in establishing an urban plan? Can growth, orderly or otherwise, be allowed for accurately in any plan? Why?

B. What are some of the fundamental procedures in urban planning?

1. Why is it necessary that a basic inventory of the area be made?

2. Why is it necessary for each of the following items to be studied?

a. Land-use analysis

b. Analysis of traffic pattern

c. Analysis of employment pattern

d. Analysis of recreation facilities

e. Population analysis; age, sex, occupation, education, income mobility

3. Why is it necessary to formulate a comprehensive plan? What assistance do the various governmental levels and agencies offer to cities that are in the process of formulating comprehensive plans? Why is this assistance, including monetary, needed by most cities?

4. What is the importance of the sub-plans in each of the following areas?

a. Traffic

b. Industrial-Business

c. Residential

d. Recreational

e. Others

5. How is the legal basis for the plan established?

a. What is a zoning ordinance and how is it established?

b. What is the purpose of building codes?

c. What is the authority of the court system in relation to urban planning?

d. What do the processes of eminent domain and legal condemnation have to do with developing a comprehensive plan?

6. What are the problems confronting an area with the implementation of a comprehensive plan, and/or sub-plans?

a. Why is there sometimes a conflict between the individual and the community concerning planning?

b. What agencies are involved with implementing the plan?

1. How does a planning commission operate?

2. From what factions of a community are the members of a planning commission chosen? Why is it necessary for all of these divisions of the community to be represented?

3. How do planning departments in local governments operate? Do they hold any of what is considered true governmental power?

4. What is the purpose of the Board of Appeals?

5. What might a regional planning association have to do with local planning associations and decisions?

6. What is the legal basis for activating the comprehensive plan?

7. Where might local planning fit into the picture if planning were done on a national level?

c. What financing arrangements can be made to aid the community in the actual implementation of the comprehensive plan?

d. What might be some of the benefits and problems of Federal influence in the area of urban planning?

e. What are some of the construction procedures which must be followed?

f. What is the responsibility of the local Planning Agency in relation to following up the actions of the comprehensive plan?

Planning; regional, local, comprehensive, are all important aspects of our contemporary urban society. What were the causes that brought the actual idea of planning into the text of modern urban America? What is the place of the individual business, industry, or service, in formulation and implementation of the plan? What is the role of the individual? How does our planning and/or system of planning compare with that found in other countries?

Perhaps the overall purpose or goal of a comprehensive urban plan should be put into one statement: the improving and maintaining of a quality environment for all people living in an urban area, whether it be the central city, the contiguous built up area, or the surrounding rural-suburb, semi-developed area.

All of these questions and many more are involved and need to be answered when an urban community begins to feel the need for comprehensive planning. Many decisions have to be reached and conflicts solved before the plan on paper becomes a plan in reality. Even then the two may hold little resemblance.

Overall the problem of planning falls into three major categories; developing, implementing, and last, but perhaps most important, did the plan accomplish its intended purpose?

VII. Study of--

a. zoning ordinances
b. planning officials
c. individual or group projects and reports on various problems--
ex. urban renewal, highway, airport, tollway extension

Study of comprehensive plans -DeKalb and other communities(DeKalb plan available Feb 15,1969)

Study of urban renewal areas--before and after--location of, condition of, problems of--

Meet with the city planning department and the county planner. If possible sit in on meeting of city planning commission.

Study the Northeastern Illinois Planning Commission.

VIII. Objectives

The students will be able to develop a hypothetical city "planning commission".

The students will be able to present a hypothetical city plan before the "planning commission".

The students will be able to construct a model city from the presented comprehensive plan.

The students will express an opinion showing an interest in planning a better community.

The students will reveal in their answers when questioned a better understanding of their role as citizens in preserving and improving urban environment.

VIII. What is the responsibility of the individual in an urban society in relationship to establishing a better planned community?

The individual in American society is following the same process that the cities and the whole of the modern society is following: that process is change. The individual has no alternative but to be part of this process he has to change in order to just keep up. The role of the individual as one part of the society has changed from one of passive reluctance, to one of a voiceful and active participant It is becoming increasingly important that the American citizen is aware; aware of the changes taking place, aware of the problems and possible solutions, and most of all, aware of the responsibility that he, the citizen, must be willing to assume in today's complex society.

It is often said that one person cannot be heard, that one person cannot make any difference in beginning or carrying out an idea or a movement This might have been so at some other period of time. but it is altogether possible that not only can one person begin and carry out a project supporting his ideas, but also that he, in his methods, can turn his ideas from something that is held only on an individual level into something that is believed and supported by society on a collective level.

VIII. Build a model of the city of DeKalb the way it is today, and then revise it as you would like to see the actual city.

Construction of a planned city--use model (physical) furnished--have group division according to factions represented in any community--go before "planning commission" to plan location to best advantage of everyone in the community--representatives on the planning commission from "all walks of life" in the community.

RELATED TERMS AND VOCABULARY

Community
Urban
Rural
Bureau of the Census
Metropolitan Area
County
Adjacent
Urban Region
SMSA-Standard Metropolitan Statistical Area
Decentralization
Annexation
Strip City
Megalopolis
Suburbia
Suburban Ring
Central City
Hub
Core
Satellite City
Central Business District (CBD)
Shopping Centers
Suburbanites
Subdivide
Building Codes
Public Services
Zoning Laws
Master Plan--Comprehensive Plan
Shopping Plazas
Mall
Incentives
Renovated
Pollution
Environment
Population Mobility
Urban Renewal
Solid Waste
Bioshpere
Living Organisms

Micro-organisms
Biotic- Communities
Sustained yield
Interdependence
Pathogenic
Domestic
Contaminants
Watershed
Aesthetic values
U.S. Public Health Service
Activated sludge
Effluent
Sulphur dioxide
Typhoid
Cholera
Infantile Paralysis
Coliforn (Bacteria)
Phosphates
Hard Detergent

Floculation
Sedimentation
Filtration
Aeration
Turbidity
Thermal Pollution
Radioactive waste
Fluoride (Fluoridation)
Hard Water
Resource
Pesticide
Biodegradable
Cultural Pockets or clusters

The following films are available from the Northern Illinois Library System:

RESTON: A Planned Community

LEWIS MUMFORD on the city:

Part 1: The City--Heaven and Hell

Part 4: The Heart of the City

Part : The City and the Future

The following films are available from the Natural Resources Center:

Encyclopedia Britanica:

Our Changing Environment

Our Crowed Environment

The DeKalb Chamber of Commerce has a film available on the city of DeKalb.

SELECTED READINGS

Taming Megalopolis--H. Wentworth Eldredge (ed.)

The American City--Raymond E. Murphy

Anatomy of a Metropolis--Edga M. Hoover & Raymond Vernon

The Human Use of the Earth--Philip Wagner

Man's Struggle for Shelter in an Urbanizing World--Charles Abrams

The Emerging City-Myth and Reality--Scott Greer

The Urban Condition: People and Policy in the Metropolis--Leonard J Duhl M.D. (ed.)

Sick Cities--Mitchell Gordon

The City is the Future--Charles Abrams

The Challenge of Man's Future--Harrison Brown

The City is the Frontier--Charles Abrams

The Population Bomb--Dr. Paul R Ehrlich

Science and the City--U.S. Dept. of Housing and Urban Development

Outdoor Recreation in Illinois--Dept. of Business and Economic Development

Tomorrow's Transportation--U.S. Dept. of Housing and Urban Development

Recreation in the Nations Cities: Problems and Approaches--Dept. of Interior

Outdoor Recreation Trends--Dept. of Interior

Room to Roam--Dept of Interior

The Race for Inner Space--Dept. of Interior

The Traffic Jam--Gerald Leinwand (ed.)

Air and Water Pollution--Gerald Leinwand (ed.)

The Population Dilemma--Philip M. Hauser (ed)

The Poisons in Your Food--William Longgood

The City Expands--U.S. Dept. of Housing and Urban Development

Waterfront Renewal--U.S. Dept. of Housing and Urban Development

Guiding Metropolitan Growth--Research and Policy Committee of the Committee for Economic Development

Water: The Vital Essence--Peter Briggs (Chp. 9)

The Urban Complex--Robert C. Weaver (Chps. 1,3 4,5,7)

The Urban Prospect--Lewis Mumford

The City in Crises--Irwin Isenberg

Urban Renewal: People, Politics, and Planning--Jewel Bellush

Redoing America--Edmund Faltermayer

Natural Resources for U.S. Growth--Hans H. Landsberg

Environmental Improvement (air, water,and soil)--Ralph Marquis (ed.)

Concept of Conservation: a guide to discussion of some fundamental problems--The Conservation Foundation

Environmental Conservation-- Raymond Dasmann

From Sea to Shining Sea--The Presidents Council on Recreation and Natural Beauty

Communities of Tomorrow: agriculture 2000--U S. Dept of Agriculture,Nov. 1967

Natural Resources in Our Economy--Wm. H. Stead

Ten Years of Service: annual report by the Northeastern Ill. Planning Commission

The Third Wave: Conservation Yearbook No. 3--U.S. Dept. of the Interior

Man: an Endangered Species: Conservation Yearbook No. 4--U.S. Dept. of the Interior

1976: Agenda for Tomorrow--Stewart Udall

The Quiet Crises--Stewart Udall

This is Your Town: DeKalb, Illinois--pub. by League of Women Voters

Water for Illinois: a plan for action--Illinois Technical Advisory on Water Resources

Land for Americans--Marion Clawson

PERIODICALS

How Cities Grew: Sr. Scholastic. Nov. 22,1968

Cities: Where the Action Is! , Where the Problems Are! Sr. Scholastic. Nov. 22,1968

What's Right With Cities, What's Wrong With Cities: Sr. Scholastic. Nov.22,1968

Cities for the Future: Sr. Scholastic, Nov. 15,1968

Man's Movement and His City: Science. October

Life in the Cities of Tomorrow: Christian Century. Nov.6,1968

Urban Planners Play a Game Called City: Business Week. Nov 16,1968

New Ideas in City Design: Design. Summer,1968

American Homes and Neighborhoods, City and Country: ANNALS of American Academy. July, 1968

Less Rural More Wistful America: Harpers. January, 1965

Americas Architectural Nightmare: The Motorized Megalopolis: Holiday. March,1966

Help For the Cities. Time. March, 1965

New Towns-Answer to Urban Sprawl: U.S News and World Report Feb. 14 1966

Planners Thriving on Renewal: Business Week. July 25,1964

The U.S. City: Life. Dec. 24,1965

Scientific American. September, 1965. (entire issue)

Cities Under Glass: A. Spilhaus's Scheme for Solving Problems of Urban Sprawl:
Newsweek, Jan.8,1968

Coming Era of Ecunenopolis: Saturday Review.March 18,1967.

Design of Cities: New Republic. Sept. 2,1967.

Do Your City Planners Know About Air Pollution: American City. April,1967.

Environment for Man: Saturday Review. July 29,1967.

New Towns: An Urban Frontier: Science News. July 15 1967.

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Business and the Big Cleanup: Fortune. March 1967

Can Today's Big Cities Survive: U.S. News Nov.6,1967

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Business and the Big Cleanup: Fortune. March 1967

Can Today's Big Cities Survive: U.S. News Nov.6,1967

Additional periodical information may be gathered from the following sources.

Time: issued weekly, particularly section on The Environment.

Newsweek: issued weekly, particularly section on The Cities.

The Architectural Forum: especially good for city and building design and influence on the environment in urban America.

City: produced by Urban America Inc.--bi-monthly; particularly good for detailed city problems.